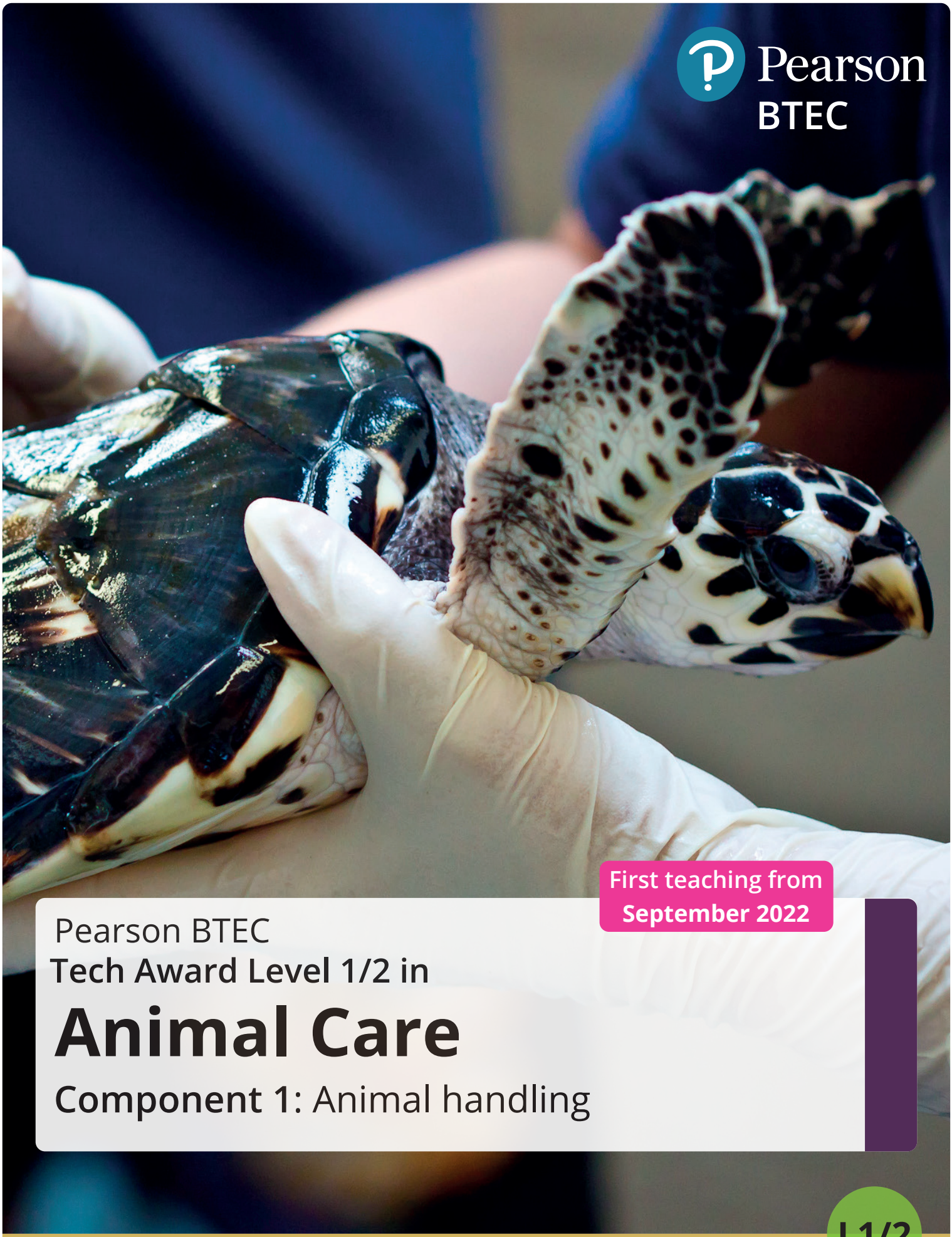

Pearson BTEC

First teaching from September 2022

Pearson BTEC
Tech Award Level 1/2 in

Animal Care

Component 1: Animal handling

L1/2

Pearson-set Assignment – sample

First teaching from September 2022

Issue 2

Pearson
BTEC Level 1/Level 2
Tech Award in Animal Care

Pearson-set Assignment – Sample

Component 1: Animal Handling

First teaching September 2022

Issue 2

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This Pearson-set Assignment is Issue 2. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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Summary of Pearson BTEC Level 1/Level 2 Tech Award in Animal Care Pearson-set Assignment for Component 1: Animal Handling Issue 2 changes

Summary of changes made between the previous issue and this current issue	Page number
The wording in the *Introduction* section under Formal supervision and in the *Instructions to learners* section has been amended to clarify that learners may have supervised access to the internet for sourcing audio/visual content and that this is optional and will not affect access to the full range of available marks.	Pages 1 and 3
The wording in the *Guidance for teachers* section under During the assignment has been amended to clarify that any sources of information, ideas, text, audio and/or visual assets created by others that learners include in their work must be clearly identified and referenced. And that only permitted materials, such as learners' own course notes can be brought into the supervised assessment.	Pages 9 and 10
The wording in *Marking grid – Component 1* section has been amended to replace Task 2 (animal 1) duplicated last bullet point with the correct missing final trait on health, safety and welfare considerations, to remove Task 2 (animal 2) duplicated penultimate bullet point on reasoning for suitability of techniques and equipment, to replace Task 3 (animal 1) rider statement for Mark band 1 'limited' with 'basic' and Mark band 4 'highly effective' with 'excellent'.	Pages 14, 15, 16

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Introduction

The key purpose of this assessment is for learners to demonstrate their application of knowledge and understanding of animal behaviour and how animal behaviour impacts on how animals are handled and restrained. Learners will demonstrate their skills to plan to handle and restrain animals, including considering the animal and environment, selecting equipment and techniques and why their selections would be appropriate for the animals concerned. Following on from this, learners will safely handle and restrain different species of animal species for particular purposes.

The assignment for this component consists of three tasks.

- In response to Task 1, learners will select two animals from specified groups, carry out research and produce a report on handling and restraint.
- In response to Task 2, learners will plan to handle and restrain two different animals with detail as to what they took into consideration and reasons for their selection of equipment and techniques.
- In response to Task 3, learners will handle and restrain the two different animals following safe working practices.

This assessment will be offered twice a year. The timing of the assessment is 2 hours of monitored preparation approximately and 6 hours of assessment. Centres can choose how to split up the monitored preparation but it is advisable that most of this time is used for research purposes and it takes place before the 6 hours of assessment.

The assessment evidence is produced under formal supervision to ensure that learners' work is authentic and that all learners have had the same assessment opportunity. The formal supervision takes place in sessions timetabled by the centre.

Levels of control within this set assignment

The levels of control outlined below must be adhered to and enforced by teachers following the release of the assignment to learners.

Formal supervision: The estimated hours stated for completion of each task in this set assignment refer to formally supervised hours. During formally supervised sessions, learners must work independently, cannot work with or discuss their work with other learners unless group or collaborative work is required or permitted. Learners can access the internet for sourcing audio/visual content to use in their responses, which must be appropriately referenced. Inclusion of audio/video content in responses and use of the internet to source this content is optional and will not affect access to the full range of available marks. This must be monitored by the teacher. Work must be held securely in between supervised sessions and must not be taken in or out of sessions. Learners will be able to access the materials specified in the assessment.

During the formal supervision, learners must have access to the research notes they have prepared to allow them to complete task 1. These may be hand-written or typed. If word-processed, the font size must be a minimum of 10 point.

Learners can access the internet for sourcing audio/visual content, but **must not** have access to email or any other resources aside from their permitted notes, unless stated as permitted below. Learners are not permitted to remove their notes from the teachers' possession during the formal supervision.

For Task 1 learners are able to bring in research notes to complete the task. Any research undertaken, or notes made, does not form part of the formal supervision period.

Monitored preparation: Preparation time is provided to allow learners to produce preparatory materials for use during formally supervised sessions. This can include research notes and references to research.

Monitored preparation consists of up to 2 hours of monitored note preparation with access to the internet. Learners may use a computer and the internet during this time.

Preparation can take place both inside and outside of the classroom environment but must be monitored to ensure independent working and authenticity of any permitted materials produced. Any preparatory materials must be checked and authenticated as the learner's own work. This may be done through engaging in a meaningful dialogue with learners about the work, how it was produced and how they intend to use it towards the assessment. All learner notes must be checked prior to the formal supervision.

Preparatory materials cannot include finished written evidence for assessment prepared in advance of formally supervised sessions. Learners' notes can include facts and figures.

Learner notes must not include paragraphs or extended sentences.

Centres must make arrangements to:

- collect learners' notes at the end of the monitored preparation period
- check that the notes conform to the guidelines on allowable content
- make the notes available to learners at the start of the formal supervision. If learners' notes are electronic, centres must upload the notes to each learner's machine/restricted secure area prior to the start of the formal supervision session.

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Instructions to learners

You should read the information given in the vocational context and each task section of this assignment carefully prior to starting work. Tasks often link to one another, so it is important to make sure you understand all tasks before starting the assignment.

The assignment will take approximately 2 hours of monitored preparation and 6 supervised hours to complete.

This is divided into approximately:

- 2 hours of monitored preparation and 1.5 hours to complete Task 1
- 2.5 hours to complete Task 2
- 2 hours to complete Task 3.

These timings are for guidance only but should be used as an indication of how long to spend on each task. Your teacher will advise you when it is time to move from one task to the next.

You must work independently and should not share your work with other learners. All work must be your own and you must sign a declaration of authenticity to confirm this. If group work or collaboration is permitted, you must produce your own independent responses and evidence for the tasks.

Any sources of information, ideas, text, audio and/or visual assets created by others that you include in your work **must** be clearly identified and referenced. Using the work of others as your own or without proper acknowledgement is considered plagiarism and can result in disqualification from the assessment.

You may ask your teacher for support if you have questions about the requirements of tasks, what evidence you need to produce and any resources you are allowed to access such as access to the internet to source audio/visual content. They cannot give you feedback about how to improve your work or guide you to solutions to any questions or problems in the tasks.

You will have 2 hours of monitored preparation time prior to undertaking Task 1. Your teacher will tell you when you should complete the monitored preparation and when formal supervision for tasks will begin.

Based on your preparation, you should produce notes to refer to when completing Task 1. Your notes may be up to four sides of A4 paper. They must be digital or hard copy and may be hand-written or typed. If word-processed, the font size must be a minimum of 10pt. Your notes should be in bullet or annotation form and cannot include:

- any attempt to pre-prepare your response
- full paragraphs or extended sentences.

Pearson-set Assignment

Qualification	Pearson BTEC Level 1/Level 2 Tech Award in Animal Care
Component number and title	**1:** Animal Handling
Write your name here (Surname, Name)	
Completion time for assignment	Approximately 2 hours of monitored preparation and 6 hours of supervised assessment
Submission deadline	
Assessment series and year	Sample assignment

Vocational context	It is essential to be able to handle and restrain animals safely for any given purpose. Having an understanding of what are considered to be normal or abnormal behaviours will help you to make decisions on how to safely handle and restrain an animal.

Task 1	**Animal behaviour and impact on handling and restraint** Conduct research on the behaviour and behaviour patterns seen in **two** animal species, including factors that affect behaviour, handling and restraint. The species you research must be **one species from the invertebrate group** and **one species from the reptile group**. Produce a report on the behaviours shown by the animals and their impact on animal handling and restraint for both species. Your report should include: • the normal and abnormal behaviours and behaviour patterns for **each** chosen animal • internal and external factors that affect the behaviours of **each** of the chosen animals • the reasons why the factors identified affect how each of these animals behave • how these factors impact on the handling and restraint of each chosen animal.
Learning outcome covered	**A:** Understand animal behaviours and their impact on how animals are handled and restrained
Checklist of evidence required	A written response of approximately 5–7 pages of A4, which can include supporting images.

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Resources needed	Research notes not exceeding four sides of A4 paper. Notes are to be hand-written or typed in no smaller than 10pt type size. They must be in the form of bullet points or notes and must not contain whole sentences or pre-prepared answers.
Supervised hours to complete the tasks	Learners would need approximately 1.5 hours to complete Task 1.
Number of marks	12 marks

Task 2	**Planning for the safe handling and restraint of animals** Produce individual plans for the handling and restraint of **two** animals specified by your teacher. These are the animals you will be asked to handle and restrain in Task 3. **Each** plan should include: • the animal and the surroundings • why and where the animal will be handled, including information about the individual • the equipment and techniques that you plan to use • reasons why you chose the equipment and techniques you plan to use • details of personal and animal health, safety and welfare considerations • how personal and animal health, safety and welfare considerations affected your planning decisions.
Learning outcome covered	**B:** Undertake preparation for safe animal handling and restraint
Checklist of evidence required	Reasoned plans for how to handle and restrain two individual animals of different species (one plan per animal of up to eight pages each).
Resources needed	Information on the animals that will be handled and restrained, as provided by the teacher. A range of animal handling and restraint equipment where appropriate. Computer access.
Supervised hours to complete the tasks	Learners would need approximately 2.5 hours to complete Task 2.
Number of marks	24 marks

Task 3	**Handling and restraining animals safely** Handle and restrain the two animals specified by your teacher in Task 2. Ensure you: • select and use appropriate equipment and techniques • work safely to promote the health, safety and welfare of both yourself and the animals throughout. Your teacher will record a video of you carrying this out.
Learning outcome covered	**C:** Demonstrate safe animal handling and restraint
Checklist of evidence required	**Video recordings** As a minimum the recordings must cover the learner: • selecting appropriate equipment • using the selected equipment safely to handle and restrain the two animals. The clips can be broken down into short clips covering the key areas above. The clips should be approximately 2–5 mins in length each.
Resources needed	Access to a range of handling and restraint equipment. Two animals of different species. Video recording devices (for example mobile phones, tablets, video recorders).
Supervised hours to complete the tasks	Learners would need approximately 2 hours to complete Task 3.
Number of marks	24 marks

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Guidance for teachers

(to be removed before assignment distribution to learners)

General guidance	This assignment has been designed to allow learners to meet the assessment requirements of the component by engaging in vocationally relevant tasks and activities. You must issue this assignment allowing sufficient time for learners to complete it. You should advise learners of the timetabled sessions during which they should complete monitored preparation and when they will undertake supervised assessment. You should direct learners to read the information given in the vocational context and each task section of this assignment carefully. Tasks often link to one another, so it is important to check that learners understand all tasks before they start the assignment.
Specific guidance	**Task 1** Learners will need to be able to carry out research and make notes on the behaviour and behaviour patterns seen in two animal species, including factors that affect behaviour and how these may impact on handling. This research must be carried out before the supervised assessment session. In this series the research must be based **on one species from the invertebrate group** and **one species from the reptile group** – each species must be **selected by the learner**. Notes from research sessions must not exceed four sides of A4 paper. They are to be hand-written or typed. If word processed, the font size must be 12 point minimum. They must be in the form of bullet points or notes and must not contain whole sentences or pre-prepared answers. **Task 2** **Teachers will need to select two animals of different species that have very different requirements, for example a rabbit and a chicken**. Assessment in both Tasks 2 and 3 will be based on these individual animals and contextualised information will need to be provided to learners so they can prepare appropriate plans for their handling and restraint.

	Task 3 Learners will require a range of animal handling and restraint equipment to choose from to demonstrate the safe handling and restraint of two animals with very different requirements. Ideally, these should be the individuals for which learners prepared plans to handle as part of Task 2 so that they can follow those plans. Teachers must ensure that learners are assessed fairly according to their capability and not disadvantaged by having to handle and restrain individual animals that are inherently more challenging than others – for example due to their temperament. At all times there must be an emphasis on the welfare of the animals used and the health and safety of both animals and humans. It is essential to plan the use of all the animals required to ensure that the animals are not stressed or overused. Teachers must submit video evidence of learners handling and restraining the two species, so they will need a method of recording, such as a mobile phone, tablet or video recorder. The assignment will take approximately 6 supervised hours to complete. This is divided into approximately: • 1.5 hours to complete Task 1 • 2.5 hours to complete Task 2 • 2 hours to complete Task 3. These timings are for guidance only, but should be used to give learners an indication of how long to spend on each task and to schedule your assessment sessions. Tasks can be conducted and evidence can be produced across several sessions. To ensure fairness to all learners, assessors must ensure that there is no directing or prompting during assessment. If either the learner or animals' welfare and health and safety is compromised or is of concern then the assessor can step in and pause the assessment and continue when it is safe to do so. **Submission of evidence for moderation** Evidence submitted for moderation should include a clearly labelled digital folder per learner containing: • all work completed for the assignment • a completed declaration of authenticity.

	Guidance on preparing evidence for submission Consideration should be given to the quality and clarity of images/scans, audio and/or video submitted as evidence. Images included should be of sufficient size to clearly show the quality/nature of the work being demonstrated.
Opportunity to contextualise this assignment	No contextualisation is allowed for this assignment. You must not change any aspect of the vocational context or tasks. The set of tasks form a coherent whole, addressing all the learning outcomes and allowing access to the full range of marks. Altering any aspect of this assignment may constitute malpractice and will be subject to investigation by Pearson.
Before carrying out the assignment	Before this assignment is given to learners, they must undertake a learning programme covering the knowledge, understanding and skills outlined in the component content in the specification. They should be given sufficient time to develop their knowledge, understanding and skills in order to achieve their full potential.

During the assignment	For the duration of the assignment:
	• all work must be completed independently by the learner under appropriate monitoring and supervision to ensure authenticity
	• work must be produced in response to the assignment and no work completed during teaching can be used or adapted for this purpose
	• guidance or support can only be given to learners in order to clarify:
	  ○ the requirements of tasks
	  ○ the evidence they need to produce
	  ○ any resources they are allowed to access
	• learners cannot receive any guidance or instruction about how to improve work to meet mark bands, or solutions to questions or problems in the tasks
	• learners must not be given any support or feedback in writing or editing notes
	• learners must not be provided with writing frames, prepared formats, templates or any other forms of scaffolding
	• any permitted group or collaborative work must be clearly defined
	• any sources of information, ideas, text, audio and/or visual assets created by others that learners include in their work must be clearly identified and referenced
	• appropriate steps must be taken to prevent plagiarism and/or collusion through supervision and regular checks of work as it develops.

	Maintaining security during formal supervision Any work learners produce under supervision must be kept securely between sessions and during breaks. Designated assessment areas must only be accessible to the learner and to named members of staff. Learners can only have access to their work under supervision. Only permitted materials such as sourced audio/visual content, can be brought into the supervised assessment and no materials should be removed. Learners can have access to the internet for sourcing audio/visual content but not to other resources that might compromise the security of the assessment.
Approach to teaching and learning to support learners to *'get it right first time'*	In order to fully prepare learners, before the Set Assignment is distributed, they should: • attempt formative assessment tasks that model important elements of the activities to be carried out in this assignment • receive feedback on how they performed, including what they did well and how they can further improve.
Other materials	This Set Assignment does not include any additional materials and it is expected that learners produce their own evidence. Learners must not be provided with writing frames, prepared formats, templates or any other forms of scaffolding.

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Assessor guidance

Your role as the assessor	As the assessor of this internal assessment, it is your role to: • ensure correct processes to maintain security and authenticity are followed for the duration of the assessment • make and record assessment decisions using the mark bands • provide feedback to learners about their achievement. When acting in dual roles as both teacher and an assessor, you should help learners to understand your responsibilities in each capacity so they are aware of the differences during learning and assessment.
Your assessment decision	You must assess learners' evidence for this Pearson-set Assignment using the marking grids for the relevant component provided in this document. Marking grids have four mark bands, each containing the descriptors specifying the level of knowledge, understanding and skills that learners are required to demonstrate to be awarded the marks associated with that band. The descriptors for each band are written to reflect the marks at the top of the mark band and the descriptors should be read and applied as a whole. A glossary of terms used in the marking grids is provided in Appendix 1 of the specification. **Using a 'best fit approach' to marking the assignments** In applying the marking grid, assessors are required to: • first make a holistic judgement on which mark band most closely matches the learner's response for the evidence being assessed. Each mark band contains a number of 'bulleted traits' that in combination provides a descriptor of the expected performance of a learner in relation to the individual task within the assignment. Consideration should also be given to the descriptors in the mark bands above and below to ensure the correct mark band is selected. The learner's response does not have to meet all the characteristics of a mark band's descriptor before being placed in that mark band, as long as it meets more of the characteristics of that mark band than of any other. • after placing the learner's response within a mark band, the assessor should then make a more refined judgement as to whether the learner's response is towards the higher, or the lower end of the mark range for that mark band, and allocate a final mark accordingly within the marks available in that mark band.

	Further guidance on deciding a final mark The award of marks must be directly related to the descriptors in a mark band. assessors should be prepared to use the full range of marks available. When deciding upon a final mark, assessors should take into account how well the learner's response meets the requirements of the descriptor in that mark band. • If the learner's response meets the requirements of the descriptor fully, assessors should be prepared to award full marks within the mark band. The top mark in the mark band is used for a learner's response that is as good as can realistically be expected in that mark band. • If the learner's response only barely meets the requirements of the descriptor (but is better than the previous descriptor), assessors should consider awarding marks at the bottom of the mark band. The bottom mark in the mark band is used for a learner's response that is the weakest that can be expected in that mark band. • The middle marks of the mark band are for a learner's response that is a reasonable match to the descriptor. This might represent a balance between some characteristics of the descriptor that are fully met and others that are only barely met. • Where there is no evidence worthy of credit, no marks (0 marks) must be awarded.

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Marking grid – Component 1

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1: Report on animal behaviour and impact on handling and restraint **Learning outcome A: Understand animal behaviours and their impact on how animals are handled and restrained**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** knowledge and understanding of animal behaviours and the impact on animal handling and restraint. Evidenced through: • a **superficial** account of the normal and abnormal behaviours and behaviour patterns of the chosen animals • a **superficial** account of the factors that affect the behaviours of animals, with **simplistic** reasoning for how these factors affect the behaviour of the chosen animals • **simplistic** reasoning for how **a few** of the factor(s) affect the handling and restraint of the chosen animals, with **little accuracy** in the links to the animals.	**Adequate** knowledge and understanding of animal behaviours and the impact on animal handling and restraint. Evidenced through: • a **partially detailed** account of the normal and abnormal behaviours and behaviour patterns of the chosen animals • a **partially detailed** account of the factors that affect the behaviours of animals, with **partially developed** reasoning for how these factors affect the behaviour of the chosen animals • **partially developed** reasoning for how **some** of the factor(s) affect the handling and restraint of the chosen animals, with **partially accurate** links to the animals.	**Good** knowledge and understanding of animal behaviours and the impact on animal handling and restraint. Evidenced through: • a **mostly detailed** account of the normal and abnormal behaviours and behaviour patterns of the chosen animals • a **mostly detailed** account of the factors that affect the behaviours of animals, with **mostly developed** reasoning for how these factors affect the behaviour of the chosen animals • **mostly developed** reasoning for how **most** of the factor(s) affect the handling and restraint of the chosen animals, with **mostly accurate** links to the animals.	**Comprehensive** knowledge and understanding of animal behaviours and the impact on animal handling and restraint. Evidenced through: • a **fully detailed** account of the normal and abnormal behaviours and behaviour patterns of the chosen animals • a **fully detailed** account of the factors that affect the behaviours of animals, with **well-developed** reasoning for how these factors affect the behaviour of the chosen animals • **well-developed** reasoning for how **all** of the factor(s) affect the handling and restraint of the chosen animals, with **accurate** links to the animals.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Planning for the safe handling and restraint of animal (animal 1) **Learning outcome B: Undertake preparation for safe animal handling and restraint**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of appropriate and safe handling and restraint of the animal. Evidenced through: • a **superficial** account of the animal, its surroundings and reasons for handling and restraint • **simplistic** reasoning given for the suitability of **a few** of the chosen handling techniques and restraint equipment • **simplistic** reasoning given for how **a few** personal and animal health, safety and welfare considerations affected planning decisions with **little accuracy** in the links to the animal.	**Adequate** application of knowledge and understanding of appropriate and safe handling and restraint of the animal. Evidenced through: • a **partially detailed** account of the animal, its surroundings and reasons for handling and restraint • **partially developed** reasoning given for the suitability of **some** of the chosen handling techniques and restraint equipment • **partially developed** reasoning given for how **some** personal and animal health, safety and welfare considerations affected planning decisions with **partially accurate** links to the animal.	**Good** application of knowledge and understanding of appropriate and safe handling and restraint of the animal. Evidenced through: • a **mostly detailed** account of the animal, its surroundings and reasons for handling and restraint • **mostly developed** reasoning given for the suitability of **most** of the chosen handling techniques and restraint equipment • **mostly developed** reasoning given for how **most** personal and animal health, safety and welfare considerations affected planning decisions with **mostly accurate** links to the animal.	**Comprehensive** application of knowledge and understanding of appropriate and safe handling and restraint of the animal. Evidenced through: • a **fully detailed** account of the animal, its surroundings and reasons for handling and restraint • **well-developed** reasoning given for the suitability of **all** chosen handling techniques and restraint equipment • **fully developed** reasoning given for how **all** personal and animal health, safety and welfare considerations affected planning decisions with **accurate** links to the animal.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Planning for the safe handling and restraint of animal (animal 2) **Learning outcome B: Undertake preparation for safe animal handling and restraint**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of appropriate and safe handling and restraint of the animal. Evidenced through: • a **superficial** account of the animal, its surroundings and reasons for handling and restraint • **simplistic** reasoning given for the suitability of **a few** of the chosen handling techniques and restraint equipment • **simplistic** reasoning given for how **a few** personal and animal health, safety and welfare considerations affected planning decisions with **little accuracy** in the links to the animal.	**Adequate** application of knowledge and understanding of appropriate and safe handling and restraint of the animal. Evidenced through: • a **partially detailed** account of the animal, its surroundings and reasons for handling and restraint • **partially developed** reasoning given for the suitability of **some** of the chosen handling techniques and restraint equipment • **partially developed** reasoning given for how **some** personal and animal health, safety and welfare considerations affected planning decisions with **partially accurate** links to the animal.	**Good** application of knowledge and understanding of appropriate and safe handling and restraint of the animal. Evidenced through: • a **mostly detailed** account of the animal, its surroundings and reasons for handling and restraint • **mostly developed** reasoning given for the suitability of **most** of the chosen handling techniques and restraint equipment • **mostly developed** reasoning given for how **most** personal and animal health, safety and welfare considerations affected planning decisions with **mostly accurate** links to the animal.	**Comprehensive** application of knowledge and understanding of appropriate and safe handling and restraint of the animal. Evidenced through: • a **fully detailed** account of the animal, its surroundings and reasons for handling and restraint • **well-developed** reasoning given for the suitability of **all** chosen handling techniques and restraint equipment • **fully developed** reasoning given for how **all** personal and animal health, safety and welfare considerations affected planning decisions with **accurate** links to the animal.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3: Handling and restraining animals safely (animal 1) **Learning outcome C: Demonstrate safe animal handling and restraint**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	Demonstrate a **basic** standard of safe handling and restraint. Evidenced through: • awareness of a **few** requirements of the situation • **little** handling and restraint equipment selected is suitable and used correctly • **a small number of** animal handling procedures are followed in the correct sequence, although any issues do not affect personal health and safety or animal welfare.	Demonstrate a **reasonable** standard of safe handling and restraint. Evidenced through: • awareness of **some** of the requirements of the situation • **some** handling and restraint equipment selected is suitable and used correctly • **some** animal handling procedures are followed in the correct sequence, although any issues do not affect personal health and safety or animal welfare.	Demonstrate a **good** standard of safe handling and restraint. Evidenced through: • awareness of **most** requirements of the situation • **most** handling and restraint equipment selected is suitable and used correctly • **most** animal handling procedures are followed in the correct sequence, though any issues do not affect personal health and safety or animal welfare.	Demonstrate an **excellent** standard of safe handling and restraint. Evidenced through: • fully aware of **all** requirements of the situation • **all** handling and restraint equipment selected is suitable and used correctly • **all** animal handling procedures are followed in the correct sequence, maintaining both personal health and safety and animal welfare.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3: Handling and restraining animals safely (animal 2) **Learning outcome C: Demonstrate safe animal handling and restraint**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	Demonstrate a **basic** standard of safe handling and restraint. Evidenced through: • awareness of a **few** requirements of the situation • **little** handling and restraint equipment selected is suitable and used correctly • a **small number** of actions are taken to follow safe working practices, without endangering personal or animal health, safety and welfare.	Demonstrate a **reasonable** standard of safe handling and restraint. Evidenced through: • awareness of **some** of the requirements of the situation • **some** handling and restraint equipment selected is suitable and used correctly • **some** animal handling procedures are followed in the correct sequence, although any issues do not affect personal health and safety or animal welfare.	Demonstrate a **good** standard of safe handling and restraint. Evidenced through: • awareness of **most** requirements of the situation • **most** handling and restraint equipment selected is suitable and used correctly • **most** animal handling procedures are followed in the correct sequence, although any issues do not affect personal health and safety or animal welfare.	Demonstrate an **excellent** standard of safe handling and restraint Evidenced through: • fully aware of **all** requirements of the situation • **all** handling and restraint equipment selected is suitable and used correctly • **all** animal handling procedures are followed in the correct sequence, maintaining both personal health and safety and animal welfare.

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